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by present usage ; 3°, the use of the simple form of the past subjunctive derived from the Anglo-Saxon inflectional form and identical with that of the past indicative, instead of the modern analytic form ; 4°, the use of the dative or indirect object without *to* or *for*. But Professor Corson hesitates to condemn even these : he thinks that "they often impart a crispness to the expressions in which they occur" (p. 81). At all events, they render Browning's thoughts less accessible to the general reader than they might otherwise be. Professor Corson's essays on the idea of personality, and of art as an intermediate agency of personality in Browning, on Browning's obscurity and his verse, and his analytic arguments of the poems that are appended, are very suggestive, and will repay not only reading, but study.

#### COMPAYRÉ'S ELEMENTARY PSYCHOLOGY.

M. COMPAYRÉ is so well known to students of pedagogy, and Professor Payne's translation of his 'History of pedagogy' has had so favorable a reception in this country, that his present book on psychology, and that on ethics, promised in March, will attract considerable attention.

In the little book now before us, the author, with the skill and lucidity of a true Frenchman, sketches the main topics of elementary psychology. M. Compayré begins by expounding in a few brief paragraphs the character and utility of psychology, and its relations to ethics, pedagogics, history, grammar, and literature. In speaking of the method of psychology, he mentions the distinction, so generally overlooked, between the scientific study of psychology and the elementary teaching of it. M. Compayré remarks that we do not confuse an historian and a teacher of history, and complains that authors of text-books of psychology should preserve a similar distinction in their science (p. 11).

In touching on the relations of psychological to physiological facts, he finds three points of difference between them (pp. 32, 33). First, the two categories of phenomena are not known in the same way. Second, the physiological phenomena are material movements : the psychological phenomena are something else than material movements. Third, the two sets of phenomena are in a certain sense independent of each other.

Then, accepting the usual classification of mental phenomena into those of knowledge, feeling, and will, M. Compayré enters upon the discussion of each. We can best represent his positions by quoting some brief passages dealing with controverted points in psychology : "De plus en plus,

*Notions élémentaires de psychologie.* Par GABRIEL COMPAYRÉ. Paris, Delapouge, 1887. 16°.

le mot âme est devenu synonyme de *principe spirituel*, qui sent, qui pense et qui veut" (p. 39) ; "La sensibilité, sous toutes ses formes, peut être définie la *faculté d'éprouver du plaisir et de la peine, et par conséquent d'aimer et de haïr*" (p. 55) ; "Ces principes constituent ce qu'on appelle la *raison*, c'est-à-dire tout ce qui est inné à l'intelligence, par opposition à l'*expérience*, c'est-à-dire à tout ce qui est acquis" (p. 74) ; "La *raison*, au sens psychologique, est l'ensemble des notions et des vérités qui ne dérivent ni de l'expérience ni des combinaisons de l'expérience" (p. 189) ; "Les vérités de la raison sont innées en ce sens qu'elles préexistent à l'expérience comme autant de dispositions naturelles ; mais l'expérience est nécessaire pour les développer et les déterminer" (p. 191).

The value of the work as an elementary text-book is enhanced by the brief *résumés* given of each chapter, and by a lexicon of proper names and technical terms used in the book. Should the book be translated into English, as we understand is contemplated, it would be a decided addition to our elementary works on psychology.

#### PAYNE'S CONTRIBUTIONS TO THE SCIENCE OF EDUCATION.

PROFESSOR PAYNE'S volume of essays might, we suppose, following Max Müller's precedent, be entitled 'Chips from a Michigan workshop.' They are very plainly the results of the thinking done by the author on the educational problems suggested by his daily work. The first question we are tempted to ask is, Will they do any good ? It must be remembered that a volume of this sort reaches a class of readers who are already more or less imbued with the author's views. It comes to them as a word of cheer and encouragement. But we should like to hear that Professor Payne's essays were reaching the indolent, untrained teacher, who believes that general information — and not too much of that — is the only preparation necessary for the teacher ; and the loquacious and sarcastic sceptic, who has no trouble at all in proving — to his own satisfaction — the theorem that there is and can be no such thing as a science of education. We do not mean to say that Professor Payne's book would thoroughly arouse and convert such readers, for it is a trifle heavy, and conspicuously lacking in a certain attractiveness in style and arrangement that goes far to make a book successful ; but it certainly would open up unknown regions to them, and stimulate further thought and inquiry. With the question, Is there

*Contributions to the science of education.* By WILLIAM H. PAYNE, A.M. New York, Harper, 1886. 12°.

a science of pedagogics? the author grapples at the outset; and while he reaches an affirmative answer, which we believe to be the proper one, he does so in a ponderous and not very direct manner. The following chapters, some of the titles of which are 'The science of education, its nature, its method, and some of its problems,' 'Contribution to the science of education values,' 'The mode of educational progress,' 'The potency of ideas and ideals,' 'Lessons from the history of education,' 'The secularization of the school,' 'Teaching as a trade and as a profession,' 'Education as a university study,' 'The institute and the reading-circle,' offer us excellent samples of what the scope of pedagogics is; for its points of tangency with psychology, ethics, and history, as well as the fact that it includes both theory and practice, are all indicated. Professor Payne says so much and on so many subjects, that we can best give an idea of his thought and method of treatment by letting him speak for himself. For example: in protesting against the erection of infant psychology, and therefore infant education, into a science apart, he says:—

"I am very far from denying that there are differences between a child's mind and a man's mind; but I insist that these are differences in *degree* or *power*, and not in constitution. It is freely admitted that these differences in power should be observed and heeded, and that mothers and nurses may do some real service by their registration of the phenomena of infant life. What I protest against is the present tendency to exaggerate these differences, and to assume that the child's education must be considered quite apart, as though he were a being *sui generis*. I venture to express the belief that one of the most serious errors in primary teaching arises from an exaggerated notion of the differences between child mind and mature mind. Some observed difference furnishes the devoted enthusiast with a clew; and then this clew is followed up so persistently, and so far, that one section of the child's mind is aroused to preternatural activity, while another section lies unused and torpid. It is observed, for example, that the sense activities predominate in childhood. The teacher lays hold of this clew, and there is such a persistent and copious feeding of the senses, that the physical section of the child's mind becomes abnormally active, and the intellectual section as abnormally inactive. It would seem to me a great gain if there were to be a return towards the older conception that the child and the man are essentially one, and that for infancy, childhood, and youth, there should be considerable sameness in instruction" (p. 19).

"The accomplished teacher should be a man of

science in the sense that the accomplished physician is a man of science. I am persuaded that the motive which most attracts minds of the higher order into certain vocations is the opportunity for the free exercise of tact, talent, ingenuity, invention, discovery, and all the resources of a well-stored and well-disciplined mind. Minds of the better order love to take chances, to run risks, to anticipate the new, and to compass by sagacity some victory over danger and difficulty. To all such minds, the possibility of achievement is an inspiring motive of the highest order" (p. 291).

"The manifest tendency of the times is towards the secularization of the school. The modern state has become an educator, and relegates religious instruction to the family and the church" (p. 216).

Lack of space forbids our quoting further, but we recommend Professor Payne's book to all who can appreciate earnest thought on educational subjects.

#### DAS VOLKSSCHULWESEN IM PREUSSISCHEN STAATE.

IF the three large volumes of the compilation of Schneider and von Bremen, of which the first is before us, are provided with a good index, they will be invaluable for the student of the Prussian educational system and its development. If the index should be wanting, or not thoroughly made, the immense amount of material contained in the volumes will be effectually buried. The first volume is a large octavo of nearly a thousand pages, and contains the official regulations regarding "die Stellung der Behörden und Beamten, die Ausbildung und die Stellung des Lehrers;" and it is safe to say, basing the assertion on such an examination as we have made of the book, that not a single point is left untouched. The second volume will treat of "die Organisation und Verwaltung der Schulgemeinde;" and the third, of "die Schulpflicht, der Privatunterricht, die Schulzucht, der Unterricht in den verschiedenen Volksschulen." Our information about the secondary schools and universities of Germany is usually more full and explicit than that concerning the popular schools; but, with this work of reference at hand, we need no longer be in ignorance of the minutest detail concerning the latter. It must be borne in mind, too, that the official organ of the ministry of public instruction in Prussia, the *Centralblatt für die gesammte Unterrichtsverwaltung im Preussen*, is in

*Das Volksschulwesen im preussischen Staate, in Systematischer Zusammenstellung der Gesetze und Verordnungen, etc.* Compiled by Dr. K. SCHNEIDER und C. VON BREMEN. Berlin, Hertz, 1886. 8°.